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ABSTRACT

As is true in all societies, the American schooling process is a formalized effort designed to induct the individual into his/her society. During the course of the 1930s', through the 1940's, and on into the cold war years of the 1950's, a great emphasis was placed on citizenship education; a societal desire to have all American youth systematically processed and inducted into the national culture. In the 1970's, we are again confronted with the tenets of citizenship education--only this time in the guise of career education. As attempt is being made to prepare students not only for their place in the job market by equipping them with vocational skills, but also a drive is underway to help students perceive their social roles and responsibilities. Is career education really citizenship education for the 1970's? Yes! Is career education simply a smoke screen for societa. indoctrination? Yes! While the career education movement is interested in developing the individual's skills and talents, it 's also obsessed with manipulating the development of the collective whole. Which comes first, career or citizenship? Only time will tell. (Author/LH)

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CAREER EDUCATION: CITIZENSHIP EDUCATION FOR THE 1970s

Richard O. Peters, Ed. D.

POSITION PAPER

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As is true in all societies, the American schooling process is a formalized effort designed to induct the individual into his/her society. In this process, the student is equipped with the basic skills necessary for active participation in the day-to-day functioning of the order; that is, the acquisition of intellectual attributes, physical education training, social behaviors and mores adoption/inculcation, and the attainment of marketable vocational skills - all of which result in the individual's assimilation into the mainstream of American society.

Enter Citizenship Education

In the past, there was developed within the social science disciplines of knowledge both a content and an emphasis on the development of model Americans; an academic thrust called citizenship education. Earliest advocates of this movement felt that

> *a democracy is in peril if its citizens cannot agree on the meaning of core values such as dignity and worth of the individual, freedom, liberty, and equality. The chief role of education in a democracy is intelligent or critical transmission of cultural heritages.*[1]

It was not until the turn of the Twentieth Century that the academically oriented social sciences began to resemble a discipline of knowledge which was *tooled up* for study and

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[1] Maurice P. Hunt and Lawrence E. Metcalf, Teaching High School Social Studies (Second Edition), Harper and Row, Publishers, Inc., New York, 1968, pgs. 34-35.

analysis of social events and issues. Until the advent of the Progressive Education movement, about the only citizenship emphasis of the *social studies* lay in the *strong emphasis on patriotism*[2] that was found in government and history.

George Counts and other social reconstructionism movement proponents believed that

> *The course of social change may result from undirected drift or it may be led in more-or-less directed fashion by some group or cooperating groups in the society, and that the group must be dedicated to democratic values and (be) knowledgeable about cultural trends.*[3]

During the course of the 1930s, through the 1940s and on into the Cold War years of the 1950s, a great emphasis was placed on citizenship education; a societal desire to have all American youth systematically processed and inducted into the national culture. As a result of this induction process, students would possess and exemplify the basic ideals and values of patriotic members of the national community. The *Big Red Scare* of the 1920s and 1930s and the *hot* war of the 1940s, as well as the Korean Conflict, McCarthyism, and the *cold* war of the 1950s fueled the fires of patriotism and the desire for a collective character based upon nationalism - as everyone *rallied round the flag*.

Many of today's definitions of career education nicely describe and exemplify the goals and objectives of the citizenship education movement. Career education "*is an aspect of the total socialization development of the individual which attempts to insure that all youth leave school as better citizens*"[4] and it builds character

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[2]Ibid, pg. 276.
[3]Ibid, pg. 277.
[4]J.H. Wykle, Career Awareness Inventory Manual, Scholastic Testing Service, Inc., Bensenville, Illinois, 1974, pg. 12.

in the individual, as well as developing a sense of competence and responsibility which carries over into area of civic responsibility. In these goal examples, the term *citizenship education* is interchangeable with the term *career education.*

The Demise of Citizenship Education

In the aftermath of Sputnik (1957), there was a national outcry for the reorganization of school curricula. Admiral Himan Rickover, Dr. James Conant and other proponents of *excellence* in American education argued that the nation had to catch and surpass the Soviet Union in the space race. A great emphasis was placed upon excellence in mathematics and the sciences. Other disciplines of knowledge followed suit and by the early 1960s the *new* social studies was born.

The *new* social studies movement stressed the discovery method and inductive teachering. Edwin Fenton, Oliver and Shaver and others advocated a *"trend in (social studies) content . . . away from 'problems' and toward 'subject matter'".*[5]

The Rise of Career Education

Career Education *"symbolizes a new value system in preparing everyone to play a meaningful and productive role in the marketplace".*[6]

The theme of Philadelphia's Centennial Exposition (1876) promoted the concept of manual education and training as part of the school curriculum. In the years to follow there was a social desire that public education train *all* students - not just the learned professions class.

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[5] Hunt and Metcalf pg. 278.

[6] Career Maturity Inventory Manual. CTB/McGraw-Hill, Monterey, California, 1973, Foreward.

There was a movement afoot in the late 1800s to incorporate manual training into the total school curriculum - in an effort to make dull intellectual subjects more interesting and to enable students to make more sensible occupational choices and decisions.

Since the late 1800s, manual training and vocational education have been endoresed by labor unions, governmental agencies, and industry, as well as the private sector of the economy, as being a n[illegible] aspect of the total education of the whole child. The contention was that the individual has a social responsibility for personal economic security and self support.

In 1970, there was a renewed emphasis on vocational education. This renewed attention of manual and vocational education; termed *career education*, was initiated by Sydney Marland and financially supported with millions of federal dollars. In addition of Marland, Kenneth Hoyt, A. M. Kroll, and Donald Super Advocated career education programs to help students who are competent in basic academic skills, who possess good work habits (e.g., can make career decisions and obtain employment) and who can incorporate work values into their total personal value structure - in order to effect their life styles. Career development is a

> *process through which the individual grows toward a mature relationship to a work role. It is a developmental process, involves information, utilizes skills, and must provide a system for understanding societal relationships and functions.*[7]

Today, career education programs are springing up all over the country in public schools. There is an organized

[7] Career Education: A Publisher's View, McKnight Publishing Company, Bloomington, Illinois, 1975.

attempt to make students aware, at an early age, of the character and nature of a wide variety of world-of-work vocational occupations and to assist them in career exploration, skills development, and occupational training.

While the goals and objectives of career education for the 1970s stress the development of student life roles and their mastery of world-of-work performance skills, there is a great emphasis placed upon the basic properties of citizenship education.

In the minds of many, career education's emphasis on the American work ethic enables individuals to find and understand their social positions. The movement stresses interrelationships of self and education, positive work attitudes, role identification, self image development, decision making skills, and positive attitudes toward others. Reference in much of today's career education literature is made to goals such as: 1) awareness of individual responsibility for own actions, 2) assuming increased responsibility for planning one's time, 3) learning cooperative social behavior, 4) development of desirable social relationships, 5) development of socially responsible behavior and more mature social relationships, 6) development of a respect for others, 7) understanding the dynamics of group behavior in a work setting, and 8) an appreciation of work as a valued and enduring social institution.

Career education is an aspect of the total socialization of the individual and is an organized attempt to insure that

all youth leave school with marketable skills and possess an awareness of world-of-work occupations, as well as having sophisticated career maturity (decision making) skills. At the elementary school grade level, career education programs expose students to the kinds of work available to adults and inculcate in them an appreciation of work. At the secondary grades there is an emphasis on awareness enrichment and on-the-job training via worksite placement. Students gain marketable skills and apply them to world-of-work tasks.

Statement

Today's schools are still in the business of inducting students into the social order, but the fanaticism of the citizenship education movement has faded away - or has it? In its place has arisen a movement to indoctrinate students with an appreciation of work and to inculcate social values.

This movement is called *career education* and like its predecessor; citizenship education, the emphasis in on youth. There is a motivational desire not only to make young students aware of world-of-work occupations but also to expose them directly to varied occupations. In this process, students are exposed to a values structure which perpetuates the concept of the American work ethic and indoctrinates them in the areas of national history and social mores.

Classroom teachers, consultants from state departments of education, curriculum speacialists, community organizations, business and labor interests, as well as the federal government,

are all engaged in this bombardment of the young. Companies such as Audiotronics, Changing Times Educational Service, Educational Achievement Corporation, the H. Wilson Corporation, and the McKnight Publishing Company have jumped on the career education bardwagon - offering a plethora of useful instructional aids and materials.

When citizenship education was popular there was a concerted effort made to mold each and every student into a model citizen; a product of the schooling process possessing certain social skills and who perceived his/her role in the total order of things.

In the 1970s, we are again confronted with the tenets of citizenship education - only this time in the guise of *career education*. An attempt is being made to prepare students not only for their place in the job market by equipping them with vocational skills, but also a drive is underway to help students perceive their social roles and responsibilities. Is career education really citizenship education for the '70s? Yes! Is career education simply a *smoke screen* for societal indoctrination? Yes! While the career education movement is interested in developing the individual's skills and talents it is also obsessed with manipulating the development of the *collective whole*. Which comes first, career or citizenship? Only time will tell.

ABOUT THE AUTHOR

Since July 1973, Dr. Peters has been Director of an NIE funded Experimental Schools Program (ESP) project in northern New Hampshire.

The ESP project is charged with the development of a comprehensive Kindergarten through grade twelve career education program which incorporates awareness, exposure and interaction into an instructional process.

At the 1976 annual meeting of the American Educational Research Association (AERA), Dr. Peters presented a research paper entitled "The Utilization of Natural, Social and Human Community Resources in the Process of Student Career Awareness Development" .

Dr. Peters has undertaken doctoral level studies in the social studies at The Florida State University and has several years of classroom experience as a teacher of social studies, a social studies department chairman, and as a K-12 social studies curriculum coordinator.

Professional memberships include the National Council for the Social Studies - and two advisory committees: Instructional Media Advisory Committee and the Curriculum Advisory Committee.

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